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ABSTRACT

Provided is information on the gifted and talented program for children K-6 in Juneau, Alaska, and included are steps in identification, program implementation, and evaluation. It is explained that the enrichment program is intended for students with high intellectual ability, creative or thinking skills, leadership ability, ability in the visual and performing arts, or psychomotor ability. Explained are steps in identification which include teacher recommendation, recommendation of the placement panel, parent recommendation, and results of testing. Given are the rating scale for teachers and the checklist for parents. Outlined are steps in student identification, program implementation, and evaluation for the art and music components. Forms and lists used to help students select and perform individual study projects are provided. Also included are forms used for program evaluation by teachers, students, and parents. (DB)

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TALENTED AND GIFTED

Pilot Program K - 6

City and Borough of Juneau School District
1973-74

EC062267

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INTRODUCTION

This program has been developed to provide for the education of the bright, talented and gifted.

We define these children as "those identified by qualified professional persons and tests, as children, who, by virtue of outstanding abilities are capable of high performance. These children require differentiated programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society."[1]

This definition includes those children "capable of high performance and/or potential ability in any of the following areas."[1]

1. General intellectual ability.
2. Specific academic aptitude.
3. Creative or productive thinking.
4. Leadership ability.
5. Visual and performing arts.
6. Psychomotor ability.

RATIONALE

This program will include grades Kindergarten through 6. Research shows that the gifted can be identified early in the elementary grades. With appropriate guidance in learning, these children can make early, outstanding contributions to our society in the art, politics, business, and science fields.

Without special services, research shows that these children underachieve, performing far less than their potential might suggest.

PHILOSOPHY

The City and Borough of Juneau School District is committed to a policy of providing equal educational opportunity for all pupils. In implementing this policy, the Board of Education recognizes that gifted and talented children exist within all levels of society, within all racial and ethnic groups and come from every kind of home. Since there are extensive differences in pupils, our educational program must provide for these differences. Therefore, a major objective is the provision of an educational program which will meet the special needs of gifted pupils.

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[1] United States Office of Education, Washington Monitoring Service by the editors of EDUCATION U. S. A. "Education of the Talented and Gifted."

PROGRAM

1. The program is not separate from the total program and is not in competition with it.

2. The program is built around the ideal of educating a person who will live a life that provides for a maximum of self-realization and social contribution.

3. The program provides for fluid communication and movement of teachers and pupils inside and outside the program.

4. The program provides for cooperative faculty planning and individual teacher operation.

5. The program includes consideration and planning of problems of motivation and guidance. We utilize the assistance of the school psychologist, Mr. Don Harris.

6. The program provides for utilization of community resources to provide facilities, services (resource materials, speakers, etc.) and an environment different from the schools.

7. The program provides for integration with the program of career education; self-awareness, self-concept, and allowing students to become aware of and assess career options.

8. This program may include elements of programmed instruction on an individualized basis.

9. This program extends the principle of individual opportunity in cases of extraordinary ability.

TEPS IN IDENTIFICATION

EACHER
RECOMMENDATION

PANEL RECOMMENDATION

PARENT
RECOMMENDATION

TESTING RECOMMENDATION

Teacher Rating of Behavioral Characteristics for Talented and Gifted Students

me of Student _____ Date _____

cher Completing Rating _____

iod of Observation _____

ECTIONS: These scales are designed to obtain teacher estimates of a dent's characteristics in the areas of learning, motivation, creativ-, and leadership. The items are derived from the research literature ling with characteristics of gifted and creative persons. It should pointed out that a considerable amount of individual differences can found within this population; therefore, the profiles are likely to y a great deal. Each item in the scale should be considered sepa-ely and should reflect the degree to which you have observed the pres-e or absence of each characteristic. Since the four dimensions of instrument represent relatively different sets of behaviors, scores ained from the separate scales should not be summed to yield a total re. Space has also been provided following each item for your com-ts. Please read the statements carefully and place an X in the ap-priate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

ORING: (to be completed by the Director)

Add the total number of X's in each column.

Multiply the column total by the weight for the column.

Sum the weighted column totals.

Enter the scores below.

Learning Characteristics..... _____

Motivational Characteristics..... _____

Creativity Characteristics..... _____

Leadership Characteristics..... _____

PART I: Learning Characteristics

		1	2	3	4
1.	Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration and fluency.	☐	☐	☐	☐
2.	Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).	☐	☐	☐	☐
3.	Has quick mastery and recall of factual information.	☐	☐	☐	☐
4.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick".	☐	☐	☐	☐
5.	Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for the similarities and differences in events, people, and things.	☐	☐	☐	☐
6.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	☐	☐	☐	☐
7.	Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	☐	☐	☐	☐

	1	2	3	4
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	☐	☐	☐	☐
Column Total	☐	☐	☐	☐
Weight	1	2	3	4
Weighted Column Total	☐	☐	☐	☐
Total				☐

PART II: Motivational Characteristics

	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion (it is sometimes difficult to get him to move on to another topic).	☐	☐	☐	☐
2. Is easily bored with routine tasks.	☐	☐	☐	☐
3. Needs little external motivation to follow through in work that initially excites him.	☐	☐	☐	☐
4. Strives toward perfection; is self critical; is not easily satisfied with hiw own speed or products.	☐	☐	☐	☐

		1	2	3	4
5.	Prefers to work independently; requires little direction from teachers.	☐	☐	☐	☐
6.	Is interested in many "adult" problems such as religion, politics, sex, race---more than is usual for age level.	☐	☐	☐	☐
7.	Often is self assertive (sometimes even aggressive); stubborn in his beliefs.	☐	☐	☐	☐
8.	Likes to organize and to bring structure to things, people, and situations.	☐	☐	☐	☐
9.	Is quite concerned with right and wrong, good and bad; often evaluates and passes judgement on events, people, and things.	☐	☐	☐	☐
	Column Total	☐	☐	☐	☐
	Weight	1	2	3	4
	Weighted Column Total	☐	☐	☐	☐
	Total				☐

PART III: Creativity Characteristics

		1	2	3	4
1.	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	☐	☐	☐	☐
2.	Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	☐	☐	☐	☐
3.	Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	☐	☐	☐	☐
4.	Is a high risk taker; is adventurous and speculative.	☐	☐	☐	☐
5.	Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if....."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects and systems.	☐	☐	☐	☐
6.	Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	☐	☐	☐	☐
7.	Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	☐	☐	☐	☐
8.	Is sensitive to beauty; attends to aesthetic characteristics of things.	☐	☐	☐	☐
9.	Is nonconforming; accepts disorder; is not	☐	☐	☐	☐

	1	2	3	4
interested in details; is individualistic; does not fear being different.				
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	☐	☐	☐	☐
Column Total	☐	☐	☐	☐
Weight	[1]	[2]	[3]	[4]
Weighted Column Total	☐	☐	☐	☐
Total			☐	

PART IV: Leadership Characteristics

	1	2	3	4
1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.	☐	☐	☐	☐
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	☐	☐	☐	☐
3. Seems to be well liked by his classmates.	☐	☐	☐	☐

		1	2	3	4
4.	Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	☐	☐	☐	☐
5.	Can express himself well; has good verbal facility and is usually well understood.	☐	☐	☐	☐
6.	Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when normal routine is changed.	☐	☐	☐	☐
7.	Seems to enjoy being around other people; is sociable and prefers not to be alone.	☐	☐	☐	☐
8.	Tends to dominate others when they are around; generally directs the activity in which he is involved.	☐	☐	☐	☐
9.	Participates in most social activities connected with the school; can be counted on to be there if anyone is.	☐	☐	☐	☐
10.	Excels in athletic activities; is well coordinated and enjoys all sports and athletic games.	☐	☐	☐	☐
	Column Total	☐	☐	☐	☐
	Weight	1	2	3	4
	Weighted Column Total	☐	☐	☐	☐
	Total				☐

CHECKLIST FOR PARENT OBSERVATIONS

Brumbaugh and Roshco

In planning a program which is best suited for your child, it is important that we know as much as possible about him both in school and out of school. Kindly complete the following checklist and make any comments you wish following each of the items. It is understood that this information will be held in confidence.

		YES	NO
1.	Did your child walk and talk earlier than most other children of his age and sex?	1. ___	___
2.	Did he show a comparatively early interest in words?	2. ___	___
3.	Does he converse with his parents at a level generally above that for his age and on a variety of topics?	3. ___	___
4.	Is he at ease conversing with adults other than his parents?	4. ___	___
5.	Does he have an exceptionally large vocabulary for his age?	5. ___	___
6.	Did he show an early interest in reading?	6. ___	___
7.	Does he read books above grade level in school?	7. ___	___
8.	Did he show an early interest in clocks, calendars, jigsaw puzzles?	8. ___	___
9.	Did he show an early interest in numbers?	9. ___	___
10.	Does he express curiousity about many things?	10. ___	___
11.	Does he have more stamina and strength than other children of his age and sex?	11. ___	___
12.	Does he tend to associate with children older than himself?	12. ___	___
13.	Does he act as a leader among children of his own age?	13. ___	___
14.	Does he have many friends?	14. ___	___
15.	Does he get along well with his friends?	15. ___	___
16.	Does he get upset easily?	16. ___	___
17.	Does he have a good memory?	17. ___	___
18.	Does he show unusual reasoning power?	18. ___	___

		YES	NO
19.	Does he have an unusual capacity for planning and organizing? 19.	___	___
20.	Does he relate information gained in the past to new knowledge that he acquires? 20.	___	___
21.	Does he show more interest in creative effort and new activities than in routine and repetitive tasks? 21.	___	___
22.	Does he try to excel in almost everything he does? 22.	___	___
23.	Does he concentrate on a single activity for a prolonged period without getting bored? 23.	___	___
24.	Does he usually have a number of interests that keep him busy? 24.	___	___
25.	Does he persist in his efforts in the face of unexpected difficulties? 25.	___	___
26.	Does he figure out his own solutions to problems and show uncommon "common sense"? 26.	___	___
27.	Does he have a sense of humor that is advanced for his age? 27.	___	___
28.	Does he show sensitivity to the feelings of others? 28.	___	___
29.	Does he show a comparatively early interest in God, religion, and questions of right and wrong? 29.	___	___
30.	Does he make collections that are more advanced or unusual than those of others in his age group? 30.	___	___
31.	Does he show an intense interest in some artistic activity, such as drawing, singing, dancing, writing, playing a musical instrument? 31.	___	___
32.	Does he make up stories that are vivid and dramatic or relate his experiences with a great deal of exact detail? 32.	___	___
33.	Does he like puzzles and various kinds of "problem" games? 33.	___	___
34.	Does he have exceptional ability in mathematics? 34.	___	___
35.	Does he show an unusual interest in science or mechanics? 35.	___	___
36.	Does he show awareness of things that are new and novel? 36.	___	___

PARENTAL APPROVAL

As parents or guardians, we have been informed about the Program for Individual Instruction and agree to placement of _____ in it.

DATE_____ SIGNATURE_____

PROGRAM FOR INDIVIDUAL INSTRUCTION

(Last)NAME(first)	K 1 2 3 4 5 6 GRADE	SCHOOL	YEAR

Group-Testing Scores

Date				
Test Used				
Reading				
Arithmetic				
Group I.Q.				

Individual Testing

Grade				
Date				
Test Used				
Verb. I.Q.				
Perf. I.Q.				
Total I.Q.				

PROGRAM IMPLEMENTATION

ART

SPECIFIC STEPS IN IDENTIFICATION, PROGRAM IMPLEMENTATION AND EVALUATION.

Panel of Qualified Professionals

1. Bryan Grove - Elementary Art Consultant
2. Don Harris - School Psychologist
3. Sue Miller - Facilitator

Identification Process

Three observations of creative act.

a. Classroom - general.
b. Classroom/resource room - multi-media expression.
c. Classroom/resource room - a painting and/or drawing.

Criteria used for observation will include: originality, fluency, flexibility, adaptation and sensitivity.

Program Implementation

1. Panel and/or Elementary Art Consultant will write observation of creative act in pure descriptive style. Style selection purpose is to remove the description of the creative act from subjectivity.

2. Elementary art consultant will prescribe areas of work and materials for the group selected.

3. Each child, once accepted into the program, will receive special instruction weekly by teachers (classroom) well-versed in art form, local artists, and elementary consultant, supported by the facilitator. Emphasis will be placed on instruction in the content of art--repetition, space, line, form, design, and color.

Evaluation

1. A work folder will be kept for each child for evaluation by and re-planning with the elementary art consultant consistent with the developmental sequences in art education.

2. Provision will be made at the end of the year for an art display at the school, whereby parents, teachers and children may evaluate children's work.

MUSIC

SPECIFIC STEPS IN IDENTIFICATION, PROGRAM IMPLEMENTATION AND EVALUATION.

Panel of Qualified Professionals

1. Jim Cash - Vocal
2. Lawton Hull - Instrumental, band and string
3. Sue Miller - Vocal/instrumental

Identification Process

1. Classroom teacher pre-screening observation/referral
2. Performance observation by special music teachers
3. Seashore Musical Aptitude Test

Program Implementation

1. Students tentatively identified, will be observed by panel. Observation will be written up in pure descriptive style.

2. The panel will diagnose and prescribe areas of work for the group with emphasis on individual growth.

3. Each child, once accepted into the program, will work on performance criteria for voice or instrument. He will be introduced to as many phases of music as possible in his once weekly class: Theory, composition, music appreciation, interpretation, performance, and study of music history.

Evaluation

1. Students will be given continuous tests, written and oral, on knowledge of theory needed for sight singing, reading instrumental score and composition. They will participate in at least one public performance. They will share their learnings with other classes.

2. Students will evaluate their own growth consistent with behavioral objectives of Follet Music Course, quarterly.

TEACHER RESOURCES

Gary Dabney -	Anthropology; American Southwest and East Africa
Sara Jean Fujioka -	Art; Origami Paper Folding, math
Don Greenberg -	Math - Harborview
Pat Ground -	Art; Pottery
Rich Guthrie -	Music Performance - Douglas
Melly James -	Filipino dance, foods; crocheting; sewing; abstract painting
Peggy Janes -	Clay, pottery, candle-making
Helen Laurent -	German
Klara Lawner -	Hungarian; Hebrew, French, Linguistics; International song and dance
Sharon Lobaugh -	Art
Toni Mallott -	Anthropology
Niella Pierce -	Creative dramatics
Sharon Sheppard -	Photography
Harry Swanke -	A. V. Communications - I.M.C.
Ray Zamora -	Conversational Spanish
Helena Zimmerman -	Creative writing

Many of these people instruct the talented and gifted while the facilitator teaches music or some other agreed upon subject in their classroom. This involves a great deal of assessment, reassessment and general cooperation.

NAME_____

SUBJECT_____

DATE STARTED_____

DATE DUE _____

What's Your Bag ?

An opportunity to investigate a special interest.

INTRODUCTION

You are about to begin to take a close look at a subject which is of great interest to you. This is not a project which you must do all by yourself without the aid of friends, parents or resource people. They will be able to help you find reading materials, people to interview and places to visit which are related to your interest. Remember that the world is full of books and people from whom you can learn much!

Many of us have special interests that give us a lot of fun. We often work in our interests alone, but sometimes with other people.

Write down your interests so that we may be able to use them in some of our work.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Which one is your very special interest? _____

Which interest would you like to work on in school if we had time?

_____

How long have you had this special interest?

A month _____ Six months _____ A year _____

With whom do you work on this special interest?

Alone _____ With your parents _____ With Scouts _____

With a friend _____ With anyone else (Name)_____

What are some of the things you have made or done as a result of this special interest?

_____ _____

_____ _____

WHAT'S YOUR BAG

MS:lpp 8/72

BEFORE STARTING

HAVE I .....

_____ made an appointment to discuss my plans with my teacher

_____ made sure I understand what I am going to do

_____ planned how I am going to begin

_____ made a time schedule for myself and set deadlines

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8/72

Plan to use 1	Used 2	
		Factories
		Travel Agencies
		Chamber of Commerce
		State and Government Agencies
		Manufacturing Companies
		Museums
		Historical Societies
		You Name It

WHERE TO GO FOR MATERIAL

Plan to use 1	Used 2	
		Library
		City Hall -- State and Governmental Agencies
		Historical Societies
		Museums
		Historical Places
		Antique Shops
		You Name It

YOU MIGHT INTERVIEW

Plan to use 1	Used 2	
		_____
		_____
		_____
		_____
		_____

Use this list to help you find information on your subject. Arrange a conference with your teacher and check each resource you plan to use in column 1. As you use each one, check it off in column 2.

Plan to Use 1	Used 2		Plan to Use 1	Used 2	
		Almanacs			Atlases
		Encyclopedias			Records
		Dictionaries			Maps
		National Geographic Magazine			Textbooks
		Indexes to Free Materials			Pictures
		Fiction			Charts
		Library Card Catalogue			Bibliographies
		Non-Fiction			Graphs
		Newspaper Files			Play Indexes
		Magazine Indexes			You Name It?
		Who's Who			
		Biographies			

NOTETAKING

Use note cards to collect your information. Be sure to include the name of the resource you are using as well as the main ideas. Use your own words!

Behavior of Mealworms

By

Elementary Science Study

____ mealworms have segmented bodies

____ mealworms change into beetles

____ mealworms shed their skin 9 to 20 times

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SCHOOL DISTRICT - LIBRARY

BIBLIOGRAPHIC FORM
Bibliography - list of materials about a given subject

Pamphlet

Book of Tall Tales, 2d ed., San Jose, Ca.: The Rosicrucian Press, 1956, 227 pp.

Filmstrip

How Animals Live. Coronet, 1956, 53 fr., si.

Magazine

"Let's Go Boating," Sports Illustrated, 57:48-9, April, 1958.

Newspaper

Palo Alto Times, March 16, 1966.

Encyclopedia

"Sports," Compton's Encyclopedia (1957), XVII, 147-59.

Book

Zeck, Alma Kehoe. The First Book of Festivals Around the World. New York: Franklin Watts, 1957. 57 pp.

Book
(Student's Practice)_____

Bibliography Card No. _____ TOPIC: _____

SCHOOL DISTRICT
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AUTHOR (Last name, First name) TITLE (Underline)

PLACE OF PUBLICATION: PUBLISHER DATE (Year) PAGES

THINGS TO DO DURING YOUR RESEARCH

The following is provided as a reminder of the things to do while working on your project: DO.....

1. ... phone and make an appointment for interviewing resource people
2. ... keep your appointment
3. ... phone if you can't keep your appointment
4. ... send a thank you note. (It is not required, but it would be nice.)
5. ... check-off items only after accomplishing, interviewing, visiting, etc.
6. ... perform that particular task today. Why wait until tomorrow?
7. ... ask for help if you need it

MS:lpp
8/72

When you have finished gathering information on your topic, plan to present it to the class. Use the ideas below to help you.

IDEAS FOR SHARING YOUR INFORMATION

Pretend you are a newscaster on television or radio. Present the material you have obtained in an interesting and informative way.

Make a hand-rolled movie on your topic.

Prepare a monologue using materials you have collected.

Plan a puppet show about the information you have gained.

Make overhead transparencies of your subject and talk about them to the class.

If you have access to photographic equipment you could make a picture display, slide show, or film on your topic. Present this to the class.

Make a model.

Make a diorama. Be sure to include a written statement of your topic.

You will undoubtedly collect many things while working on your project. You might set up a display so that your classmates can see the things you have accomplished.

Included in your display might be the following:

A written report
Letters you have received
If possible, materials you have read
Charts, graphs, pictures which you have made, drawn or collected.
Models or dioramas
Any other materials you have collected

Everything in your display should be neatly labeled. Your subject should be written so that those looking at your display will know what they're viewing.

Use your imagination. Try to think of an original way to present your material.

SUGGESTED TOPICS - INDEPENDENT RESEARCH

HEALTH

Prevention (Bicycle, Fire Hazards, Drownings)

Braille - The Blind, Seeing Eye Dogs, Helen Keller

SCIENCE

Radiocarbon Dating

Aerodynamics - Airplanes

Flight Yesterday, Today, and Tomorrow

Dirigible - (Airships)

Aircraft Carriers

Alligators

Animal Communication

Animal Tracks

Extinct Animals

Animals - Grizzly Bear, Raccoons, Polar Bear, Beavers, Whales, Bees, Sea Otter, Koala Bears, Baboons, Bats, Ladybugs, Snakes, Lizards, Chameleons, Chimpanzees

Ants

Birds - Humming Birds, Eagles, Owls

Praying Mantis

Electric Eel

Fossils

Caves (Stalagmite and Stalactite)

Space - Unidentified Flying Objects

Atomic Energy

Oceanography

Senses

Volcanoes

Earthquakes

Prehistoric Animals

Weather - Hurricanes, Tornadoes, Cloud Seeding

Optical Illusions

Dreams - Psychology

SOCIAL STUDIES

Agriculture

Zoos of the World

Arms and Armor

Western Outlaws

Printing

Castles

Vikings

Explorers

Famous Buildings - Taj Mahal, Tower of Pisa, Parthenon

Early Maps

Early Automobiles

Ford Plant - Milpitas

TRANSPORTATION

Aircraft Carrier

Submarine - (Nautilus)

Clipper Ships

Helicopters

Trains

OTHER LANDS

Children of Other Lands

Celebrations and Customs of Other Lands

Faires - "Magic People Around the World"

Flags of the World (Research on Symbolism)

SPORTS

Sports not commonly played in the United States, i.e., Bullfighting

The Olympics - History of

FOODS

The Story of Chocolate

Cooking

Spices

FAMOUS PEOPLE

Alexander the Great

Geronimo (Apache War Chief)

John Chapman (Johnny Appleseed)

Frank Lloyd Wright

Houdini

Crazy Horse

Louis Pasteur

Past Presidents

Martin Luther King

HOBBIES

Unusual Hobbies

Flower Arranging

Scuba

Automobile Racing

Secret Codes

Magic

Models and Modelmaking

Skydiving

Photography

Sailing

Lapidary

Doll Collecting

Mountain Climbing

Back Packing

Camping

Chess

Coins

Pets - Pet Care and Training

Unusual Pets

Piranha

FINE ARTS

Motion Pictures

Drama

Stage Lighting - Costuming - Makeup

Cave Painting

Egyptian Art

Famous Artists

Art Periods

Ballet

Musical Instruments

Puppetry

COMMUNITY

Airport

FAMILY LIFE

Adoption

BUSINESS

Advertising

The Circus

VOCATIONAL

Airline Hostess

Test Pilot

Veterinarian

Archaeologists

Architect

Astronauts

Frogmen

Professional Athletes

Legal Profession

Home Economics

Babysitting

Clowns

Pharmacists

Doctor

Forest Ranger

Fireman

Policeman

Merchant

Engineer

Physical Therapist

Reporter

Gastineau School
Douglas, Alaska

Dear

As you know, we are piloting a program in special services, for the talented and gifted. I would like to begin working with your , as soon as possible.

I would appreciate your filling out this checklist and add any additional comments that you think would be helpful to me in learning about as much of _____ background as possible.

Shortly after beginning work with , I would appreciate having a conference with you, so that together we might establish the direction we wish program to take.

If you wish him to partake in this individualized program, would you kindly sign the approval slip and return?

Sincerely,
Sue E. Miller
Sue E. Miller
Facilitator

GASTINEAU SCHOOL

Dear Parent:

As you know, we are piloting a program for the talented and gifted at Gastineau School.

From teacher pre-screening, music and art aptitude testing and two to three observations of the creative act by a panel of qualified adults, it has been determined that your child has the potential to participate in this program.

The music criteria for testing was based on pitch discrimination, rhythm, pulse, dynamics, texture, form and notation.

The art criteria for testing was based on originality, fluency, flexibility, adaptation and sensitivity.

The enrichment music and art program will be one hour per week during the regular school day. The program will be directed toward understanding and creativity.

If you would approve of your child participating in this enrichment program, kindly sign and return the form below. I would be happy to answer any further questions you might have concerning this program. Please call 364-3446.

Sincerely,
S/ Sue E. Miller

Sue Miller
Facilitator

_____ has my approval and permission to participate in this enrichment program in _____.

Signed _____

PROGRAM FOR INDIVIDUAL INSTRUCTION

Talented and Gifted

Name_____ Grade

Date_____

Facilitator Assessment:

Parent Conferences:

PROGRAM FOR INDIVIDUALIZED INSTRUCTION

Name_____ Date_____

Objectives

Activities

Time spent with child

Evaluation

STEPS IN EVALUATION

TEACHER

STAFFING

STUDENT

PARENTAL

EVALUATION

GOALS

1. To identify at every level those children who are gifted.
2. To understand the abilities and the needs of each gifted child.
3. To provide the means by which administrators can offer instruction which meets the needs of these children.
4. To establish and maintain the programs which they require.
5. To provide the means by which each gifted child can develop his abilities to the fullest.

EVALUATION

Evaluation is tied to our goals and objectives to be written for each child and/or cluster of children.

There is on-going pupil evaluation occurring during the staffing period. There is a staffing of all resource personnel each, or every other, Monday from 9:00 to 10:30 a.m. This staffing includes the principal, the director of Pupil Personnel Services, the school psychologist, the nurse, the reading teacher, the special education teacher, the speech and hearing therapist, the facilitator of gifted children, and any teachers involved. Questions such as where the child is, where he is going, social adjustment problems, and how each member of the team can help are discussed. Teachers are also invited to meet, and do meet nearly daily, with the facilitator during lunch breaks.

The facilitator meets with parents during parents' night, conference periods each nine weeks, and at other times as needed for pupil reassessment.

The facilitator also meets with the parent advisory group several times during the school year for clarification of goals.

TEACHER EVALUATION
OF THE
PROGRAM FOR INDIVIDUAL INSTRUCTION (GIFTED)

Your help in evaluating the Program for Individual Instruction is needed. Your reactions to the program or any suggestions for change will be a great help in deciding upon changes for next year.

Please feel free to make adverse comments where you feel they are warranted. Only through objective criticism can a true measure of program effectiveness be obtained. It is also requested that you do not sign your name to this form.

Please read the statements carefully and place an X in the appropriate box according to the following scale of values:

3 - High

2 - Average

1 - Low

N - Not Able to Assign Rating

	3	2	1	N
1. I received a good understanding of the aims and methods of the program before it actually went into operation.	___	___	___	___
2. I feel that I was a partner in the selection and identification of children for the program.	___	___	___	___
3. Work with the Director within my classroom helped me work with and understand gifted children better.	___	___	___	___
4. Work with the Director within my classroom was of benefit to the children concerned.	___	___	___	___
5. Work within the Special Interest Room was of benefit to the children concerned.	___	___	___	___
6. The children showed enthusiasm for the program.	___	___	___	___
7. The children acquired broader interests from the program.	___	___	___	___
8. The children carried their special interests from the Special Interest Room to the classroom.	___	___	___	___
9. The children showed improvement in their weaker areas.	___	___	___	___

Please feel free to make suggestions and comments on the following questions:

1. What suggestions would you make for improvement of the program?

2. Do you feel that the children benefited from participation in the program? In what ways?

3. Do you feel that the children were hindered by participation in the program? In what ways?

4. What suggestions could you make for greater teacher involvement in the program?

STUDENT EVALUATION
OF THE
PROGRAM FOR INDIVIDUAL INSTRUCTION

DIRECTIONS: We would like to know what you think about the Program for Individual Instruction. We will use your ideas to make changes for next year. Think carefully about each of the following questions and underline the statement which is closest to what you think. Do not put your name on this sheet.

1. Did you have fun being in the Special Interest Program?	all of the time most of the time some of the time seldom
2. Would you like to be in the Special Interest Program again next year?	yes no can't decide
3. Did you like the things your teacher and facilitator planned for you to do in your classroom?	yes no can't decide
4. Did you like going on special trips out of school?	yes no didn't go on any trips can't decide
5. What do you think about the amount of time you spent doing projects in the Special Interest Room?	too much time just about right not enough time I don't know

6. What did your friends think about your participating in the Special Interest Program?	they wished they could have gone, too they didn't like me because I went it didn't make any difference to them one way or the other I don't know
7. What did you like about the program? (You may underline more than one statement or add your own.)	I was able to help my classmates with what I learned it made me fall behind in my regular work in my classroom I didn't like leaving my regular classroom it made me lose friends it made me feel I accomplished something worthwhile Other Comments:
8. What did you like to do best when you visited the Special Interest Room?	
9. I am in the _____ grade.	K 1 2 3 4 5 6

PARENTAL EVALUATION
OF THE
PROGRAM FOR INDIVIDUAL INSTRUCTION

Your help in evaluating the Program for Individual Instruction is needed. Your reactions to the program or any suggestions for change will be a great help in deciding upon changes for next year.

Please feel free to make adverse comments where you feel they are warranted. Only through objective criticism can a true measure of program effectiveness be obtained. It is also requested that you do not sign your name to this form.

Please read the statements below and place an X in the appropriate box according to the following scale of values:

3 - High

2 - Average

1 - Low

N - Not Able to Assign Rating

	3	2	1	N
1. I received a good understanding of the aims and methods of the program before my child was assigned.	___	___	___	___
2. I was kept informed of the program and my child's progress as the program developed throughout the year.	___	___	___	___
3. My child has become more interested in school as a result of being assigned to the program.	___	___	___	___
4. My child was enthusiastic about the program itself.	___	___	___	___
5. My child has developed a more questioning attitude as a result of having been assigned to the program.	___	___	___	___
6. Interests awakened in the program were carried over into our home.	___	___	___	___
7. My child has developed more interests as a result of having been assigned to the program.	___	___	___	___

Please feel free to make suggestions and comments on the following questions:

1. What suggestions could you make for improvement of the program?

2. Do you feel that your child has benefited from participation in the program? In what ways?

3. Do you feel that your child was hindered by participation in the program? In what ways?

4. What suggestions could you make for greater parental involvement in the program?

5. Please circle the grade in which your child is currently enrolled.

2 3 4 5 6 7 8

PROGRAM FOR INDIVIDUALIZED INSTRUCTION

EXTENSION PROGRAMS IN WHICH THIS STUDENT HAS PARTICIPATED

Grade	School Year	First Semester	SecondSemester

(1) Enrichment in regular classes
(2) Courses by mail or special tutoring
(3) In advanced classes
(4) Special counseling or instruction outside regular classes
(5) Special classes organized for gifted pupils